



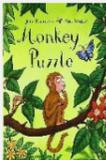
Roe Green Infant School

MEDIUM TERM PLANNING 2022-23

YEAR 1 - Animals



SUBJECT SPECIFIC VOCABULARY FOR EACH LESSON WILL BE SHOWN ON THE WEEKLY PLANS

SUBJECT SPECIFIC VOCABULARY FOR EACH LESSON WILL BE SHOWN ON THE WEEKLY PLANS															
	Week 1 5/9/22	Week 2 12/9/22	Week 3 19/9/22	Week 4 26/9/22	Week 5 3/10/22	Week 6 10/10/22	Week 7 17/10/22	Week 8 31/10/22	Week 9 7/11/22	Week 10 14/11/22	Week 11 21/11/22	Week 12 28/11/22	Week 13 5/12/22	Week 14 12/12/22	
AUTUMN ENGLISH	Key Text: 	Key Text: Monkey puzzle: Drama: Use the speech marks in the story to perform the story.	Key Text: Monkey puzzle: Look at the rhyming patterns of the story. Can you make your own rhyming couplets? Writing: Shared writing. Make a class list of the rhyming couplets.	Key Text: Monkey puzzle: Make another page for the book. In the role of the monkey give the butterfly clues to find the monkey's mum. Writing: Shared writing. Write a few examples of the clues.	Key Text: Monkey puzzle: Choose an animal. Use the rhyming couplets to give clues to a friend about that animal	Key Text: Monkey puzzle: Big Write: Choose an animal and Write a detailed description of it to help the butterfly find it straight away.	Key Text: Monkey puzzle: Big Write: Edit written work and next steps.	Key Text:  One Day on the Blue Planet-Savannah: Book talk. Share the illustration from the last double-page spread of the book with the children Writing: Shared list of appropriate vocabulary and phrases	Key Text: One Day on the Blue Planet-Savannah: Describe the setting. Writing: Use appropriate vocabulary to describe the Savannah landscape.	Key Text: One Day on the Blue Planet-Savannah: Find information from a non-fiction text. Writing: Shared mind map based on facts about the lion.	Key Text:  The Selfish Crocodile Book talk, echo reading and shared reading of the text.	Key Text: The Selfish Crocodile Re-telling the story of 'The Selfish Crocodile'	Key Text: The Selfish Crocodile Reading a range of non-fiction books and browsing the internet to find facts about crocodiles	Key Text: The Selfish Crocodile Reading a range of non-fiction books and browsing the internet to find facts about crocodiles	
	Monkey puzzle: Drama: Use the speech marks in the story to perform the story.	Monkey puzzle: Look at the rhyming patterns of the story. Can you make your own rhyming couplets? Writing: Shared writing. Make a class list of the rhyming couplets.	Monkey puzzle: Make another page for the book. In the role of the monkey give the butterfly clues to find the monkey's mum. Writing: Shared writing. Write a few examples of the clues.	Monkey puzzle: Choose an animal. Use the rhyming couplets to give clues to a friend about that animal.	Monkey puzzle: Big Write: Choose an animal and Write a detailed description of it to help the butterfly find it straight away.	Monkey puzzle: Big Write: Edit written work and next steps.	One Day on the Blue Planet-Savannah: Book talk. Share the illustration from the last double-page spread of the book with the children Writing: Shared list of appropriate vocabulary and phrases.	One Day on the Blue Planet-Savannah: Describe the setting. Writing: Use appropriate vocabulary to describe the Savannah landscape.	One Day on the Blue Planet-Savannah: Find information from a non-fiction text. Writing: Shared mind map based on facts about the lion. shared writing using previously listed vocabulary and the mind map to write facts about lions. Introducing headings and sub-headings.	One Day on the Blue Planet-Savannah: Write factual information on lions. Writing: Big Write: Use a range of vocabulary, headings, subheadings and grammar to Write information about lions.	The Selfish Crocodile: Sequencing the story	The Selfish Crocodile: Big Write: Re-telling the story 'The Selfish Crocodile'	Shared writing: Listing down all the facts about crocodiles.	Write factual information on crocodiles. Writing: Big Write: Use a range of vocabulary, headings, subheadings and grammar to Write information about crocodiles.	
										Comprehension: Head start: Page 16 Crazy colourful Cats	Comprehension: Head start: Page 18 Something is Missing	Comprehension: Head start: Page 38 What are Dolphins? (Blackbirds)	Comprehension: Head start: Page 38 What are Dolphins? (Sparrows)	Comprehension: Head start: Page 38 What are Dolphins? (Cheetahs)	Comprehension: Head start: Page 38 What are Dolphins? (Dolphins)
		SPaG: Nelson Grammar Pupil Book 1A Unit 1: The Alphabet	SPaG: Nelson Grammar Pupil Book 1A Unit 2: Nouns	SPaG: Nelson Grammar Pupil Book 1A Unit 3: Adjectives	SPaG: Nelson Grammar Pupil Book 1A Unit 4: nouns and adjectives	SPaG: Nelson Grammar Pupil Book 1A Unit 5: verbs	SPaG: Nelson Grammar Pupil Book 1A Unit 6: alphabetical order	SPaG: Nelson Grammar Pupil Book 1A Unit 7: verb family names begin with to...	SPaG: Nelson Grammar Pupil Book 1A Unit 7: verb family names begin with to...	SPaG: Nelson Grammar Pupil Book 1A Unit 9: Proper Nouns	SPaG: Nelson Grammar Pupil Book 1A Unit 11: sentences	SPaG: Nelson Grammar Pupil Book 1A Unit 12: The words, 'am', 'is' and 'are' to make verbs	SPaG: Nelson Grammar Pupil Book 1A Unit 14: Reinforce sentence writing.	SPaG: Assessment	

		<p>Handwriting:</p> <p>Nelson handwriting developing Knowledge and Skills – Alphabet – lowercase and uppercase</p>	<p>Handwriting:</p> <p>Nelson handwriting developing Knowledge and Skills – Alphabet – lowercase and uppercase</p>	<p>Handwriting:</p> <p>Nelson handwriting developing Knowledge and Skills – Alphabet – lowercase and uppercase</p>	<p>Handwriting:</p> <p>Number writing</p>	<p>Handwriting:</p> <p>Number writing</p>	<p>Handwriting:</p> <p>Nelson handwriting developing Knowledge and Skills – Unit 1</p> <p>un, um</p> <p>Word level – run, bun, mum</p> <p>Sentence level – Fun in a bun.</p>	<p>Handwriting:</p> <p>Nelson handwriting developing Knowledge and Skills – Unit 2</p> <p>lg, id</p> <p>Word level – lid,</p> <p>dig</p> <p>Sentence level – Tid hid in a big lid.</p>	<p>Handwriting:</p> <p>Nelson handwriting developing Knowledge and Skills – Unit 3</p> <p>ed, eg</p> <p>Word level –</p> <p>bed, leg</p> <p>Sentence level – Ben has a bad leg.</p>	<p>Handwriting:</p> <p>Nelson handwriting developing Knowledge and Skills – Unit 4</p> <p>an, ar</p> <p>Word level – nan, car</p> <p>Sentence level – Nan has a nap</p>	<p>Handwriting:</p> <p>Nelson handwriting developing Knowledge and Skills – Unit 5</p> <p>ng, ing, ung</p> <p>Word level – sing, hung and bang</p> <p>Sentence level – Ten sausages in a pan go bang.</p>	<p>Handwriting:</p> <p>Nelson handwriting developing Knowledge and Skills – Unit 6</p> <p>ch, sh</p> <p>Word level – fish, chips, ship</p> <p>Sentence level – Fish chips and peas.</p>	<p>Handwriting:</p> <p>Nelson handwriting developing Knowledge and Skills – Unit 7</p> <p>th, tl</p> <p>Word level – the, them</p> <p>Sentence level – I can see them.</p>	<p>Handwriting:</p> <p>Copy the first verse of the poem of the term.</p>	
	<p>Phonics:</p> <p>Unit 12 Adjacent consonants (cvcc) Language session 1</p> <p>Adjacent consonants (ccvc) Language session 2</p>	<p>Phonics:</p> <p>Unit 12 Adjacent consonants (ccvcc/ccvc/c cvcc) Language session 3</p>	<p>Phonics:</p> <p>Unit 13 Phoneme /w/ written as 'wh' Phoneme /f/ written as 'ph' Language session</p>	<p>Phonics:</p> <p>Unit 14 Phoneme /ai/ written as 'ay' Phoneme /ai/ written as 'a-e' Phoneme /ai/ written as 'eigh', 'ey', 'ei' Language session</p>	<p>Phonics:</p> <p>Unit 15 Phoneme /ee/ written as 'ea' Phoneme /ee/ written as 'e-e' Phoneme /ee/ written as 'ie', 'ey', 'y' Language session</p>	<p>Phonics:</p> <p>Unit 16 Phoneme /igh/ written as 'ie' Phoneme /igh/ written as 'i-e' Phoneme /igh/ written as 'y' Phoneme /igh/ written as 'i' Language session</p>	<p>Phonics:</p> <p>Unit 17 Phoneme /oa/ written as 'ow' Phoneme /oa/ written as 'o-e' Phoneme /oa/ written as 'o' and 'oe' Language session</p>	<p>Phonics:</p> <p>Streamed Phonics lessons begin In class phonics</p> <p>Unit 18 Phoneme long /oo/ written as 'ew' Phoneme long /oo/ written as 'ue' Phoneme long /oo/ written as 'u-e' Phoneme short /oo/ written as 'u' and 'oul' Language session</p>	<p>Unit 19</p> <p>Phoneme /or/ written as 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al' Language session</p>	<p>Unit 20</p> <p>Phoneme /ur/ written as 'ir' Phoneme /ur/ written as 'er' Phoneme /ur/ written as 'ear' Language session</p>	<p>Unit 21</p> <p>Phoneme /ow/ written as 'ou' Phoneme /oi/ written as 'oy' Language session</p>	<p>Unit 22</p> <p>Phoneme /ear/ written as 'ere' and 'eer' Phoneme /air/ written as 'are' and 'ear' Language session</p>	<p>Unit 23</p> <p>Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch' Language session</p>	<p>Unit 24</p> <p>Phoneme /s/ written as 'c(e)', 'c(i)', 'c(y)' Phoneme /s/ written as 'sc' and st(l)' Phoneme /s/ and /z/ written as 'se' Language session</p>	
	<p>Library:</p> <p>Introduction to library time.</p> <p>Rules to follow in the library.</p> <p>Look at how the books are kept on the shelf.</p>	<p>Library:</p> <p>Introduction to library time.</p> <p>Support the children to select books and put them back in their appropriate shelves.</p>	<p>Library:</p> <p>Introduce children to fiction books.</p> <p>What is a fiction book? (story books, fairy tales etc.)</p>	<p>Library:</p> <p>Choose a fiction book with an animal character.</p> <p>How is your main character? What does he or she do?</p>	<p>Library:</p> <p>Choose a fiction book with a bear character.</p> <p>How is your main character? What does he or she do?</p>	<p>Library:</p> <p>Can you find a book written by Julia Donaldson? What is the name of your book? What is it about?</p>	<p>Library:</p> <p>Introduce children to non-fiction books.</p> <p>What is a non-fiction book? What are it's features?</p>	<p>Library:</p> <p>Can you look for information about our body? Have you found some interesting information? Can you share it with the rest of us?</p>	<p>Library:</p> <p>Can you look for information about our body? Have you found some interesting information? Can you share it with the rest of us?</p>	<p>Library:</p> <p>Can you look for a non-fiction book about forests?</p>	<p>Library:</p> <p>Can you look for information about Africa?</p>	<p>Library:</p> <p>Can you look for a non-fiction book about animals? Can you then share a fact about your favourite animal?</p>	<p>Library:</p> <p>Pick a book of your choice? Think whether it is fiction or non-fiction. Why did you choose this particular book?</p>		

MATHS	Unit 1: Number and place value Counting within 50-taking the 'teens' and tys' Launch task: Number trouble Learning task 1: Within 10 Learning task 2: Within 20 Learning task 3: Within 50 Learning task 4: Tea with the 'teen' queen Bigger thinking for all: Numbers. numbers everywhere!	One, one less-counting on and back Launch task: more than, less than Learning task 1: Towers Learning task 2: Spot the extra Learning task 3: Find it! Learning task 4: Number jumble Bigger thinking for all: Race around the track	Unit 2: Addition and Subtraction Introducing part part-whole situations Launch task: Parts and wholes Learning task 1: Number stories Learning task 2: What is a part? What is a whole? Bigger thinking for all: At the park	Part-part- whole situations for addition Launch task: How many now? Learning task 1: Which is which? Learning task 2: Add some more Bigger thinking for all: How many at the start?	Part-part- whole situations for subtraction Launch task: How many are left? Learning task 1: All gone? Learning task 2: Price reduction Learning task 3: Save or spend? Bigger thinking for all: Addition and subtraction jigsaws	Unit 3: Geometry: Properties of shapes Describe and name cubes, cuboids and spheres Launch task: I have, you have Learning task 1: What am I? Learning task 2: Last shape standing Learning task 3: Shape prints Learning task 4: Feely bags Bigger thinking for all: Construction shape recipes	Use rules to sort cubes, cuboids and spheres Launch task: What is a sphere? Learning task 1: Same or different? Learning task 2: Picture this Learning task 3: Spot the difference Bigger thinking for all: What is special about a cube?	Unit 4: Addition and Subtraction Addition facts Launch task: Animals on the farm Learning task 1: Does it balance? Learning task 2: In the autumn Learning task 3: Ways to make 10 Bigger thinking for all: 1 is a unicycle	Subtraction facts Launch task: Dinosaurs in their caves Learning task 1: How many dinosaurs in the cave? Learning task 2: Missing pieces Learning task 3: Pennies in my pocket Learning task 4: In the orchard Bigger thinking for all: How many are left?	Unit 5: Measurement Describe and compare lengths and heights Launch task: Spot the giant Learning task 1: Line up Learning task 2: Fun and games on the stairs Learning task 3: How far can you throw? Bigger thinking for all: Doubles and halves	Put events in time order Launch task: A day in the life of Learning task 1: Our school week Learning task 2: A week in the life of Learning task 3: What day is it? Bigger thinking for all: Growing and changing	Unit 6: Multiplication and division Solve equal groups problems practically Launch task: Teddy bears' picnic Learning task 1: Pieces of fruit Learning task 2: What is the same? Learning task 3: Matching towers Bigger thinking for all: Cherry cakes	Solve sharing or equal groups problems practically Launch task: Pick your own Learning task 1: Packing problems Learning task 2: Sharing problems Learning task 3: Equal towers Bigger thinking for all: Handful of counters	Assessment week
	SCIENCE	Using our senses Is everyone's body the same Knowledge and Skill: Asking simple questions about how we are similar or different to each other. (Written)	Using our senses What differences can our tongues taste? Knowledge and Skill: identifying and classifying sorting criteria Record sorting in sorting circles or tables (Written)	Using our senses What can we hear using our sense of hearing? Knowledge and Skill: Sort objects by observable and behavioural features (Floor Book)	Using our senses How can we explore the world using our sense of touch? Knowledge and Skill: To describe how objects and material feel using their sense of touch and different parts of their body.	Using our senses Which smells do we love and hate? Knowledge and Skill: To identify that we use our noses and sense of smell to help us find out about the world around us.	Using our senses How do we use our senses to find out about the world around us? Knowledge and Skill: To identify different objects and material using their sense of hearing, touch, taste and smell and not their eyes.	Trip to the Walled Garden – Exploring Autumn (Cross curricular links to Geography)	Looking at Animals: Who's who in the animal world? Knowledge and Skill: grouping and classifying things	Looking at Animals: How are animals' bodies different? How many birds visit our feeding station? Knowledge and Skill: gathering, recording and answering questions	Looking at Animals: Do fish have fingers? Knowledge and Skill: Sort objects by observable and behavioural features Make comparisons between simple features	Looking at Animals: What's so special about birds? Knowledge and Skill: asking questions. Sort objects by observable and behavioural features Make comparisons between simple features	Looking at Animals: How do different animals move? Knowledge and Skill: Use simple scientific language to talk about observation or findings. Make simple comparisons Make links between two sets of observations	Looking at Animals: Whose food is this? Knowledge and Skill: Establish a conclusion based on observations. Make an observation.
More able pupils will be challenged through deeper learning activities for individual lessons. See primary science document ' Challenging The More Able'														

HUMANITIES

GEOGRAPHY

Find out how the seasons are linked with the months of the year.

Children will find out how a year is split into the four seasons and how each season lasts for three months. They will learn or recap the months of the year and identify which months belong to which season. They will begin to think about what each season is like.

Find out what the weather is like in spring.

Children will recap when spring is before looking at what the weather is like in spring. They will find out what effects the spring weather has, such as the birth of baby animals due to warmer and longer days, and the growth of new flowers.

Find out what the weather is like in summer.

Children will recap when summer is before finding out what the weather is like in summer. They will consider activities associated with summer and how different seasons affect what people can do or wear.

Find out what the weather is like in autumn.

Children will recap when autumn is before using photos to consider what happens in autumn. They will learn about autumn weather and the changes that come about with autumn.

Find out what the weather is like in winter. Children will recap when winter is before finding out about the weather in winter. They will think about some of the other changes that happen in winter, such as shorter days, and consider how weather affects human activity.

Review knowledge and compare the four seasons.

Children will recall the names and months of each of the seasons and identify the characteristics and features of each one. They will use what they have learnt to express their knowledge in a variety of ways using appropriate facts and vocabulary.

History
Find out when Christopher Columbus lived and what he was trying to achieve.

Children will find out who Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe. They will discover what life was like in the 15th century and how it differs to life today, as well as discovering further facts about Columbus and his life.

Find out about Christopher Columbus's journey and what he discovered.

Children will find out that Christopher Columbus landed in America instead of Asia as intended. They will explore what a sea voyage at this time would have been like and how this differs to a modern sea voyage. They will find out about the challenges of the famous voyage of 1492 and what they found when found land.

Explore the impact of Columbus's voyages and what he brought back to Europe.

Children will recap the facts they have learnt about Columbus so far. They will find out why the discovery of the Americas was so significant and how this impacted people's lives in Europe. They will also explore some of the objects he brought back and meet some of the other explorers who explored America after him.

Find out who Neil Armstrong is and why he is remembered today.

Children will look at pictures of both Columbus and Armstrong to identify differences. They will find out how exploration of the world changed after Columbus and think about other possibilities in exploration. They will find out facts about Neil Armstrong and explore what the world was like in the 1960s.

Find out about Neil Armstrong's landing on the moon and the impact this had on the world.

Children will find out about the Apollo 11 mission and man's first landing on the moon. They will be encouraged to think about how Armstrong and the other astronauts might have felt and discover what everyday items have been developed thanks to space exploration.

Compare the lives and achievements of Columbus and Armstrong.

Children will use what they have found out about Columbus and Armstrong to compare the two men, their lives and their achievements. They use different ways to portray their understanding, such as Venn diagrams and role-play.

Use what they have learnt about Columbus and Armstrong to evaluate their achievements.

Children will consolidate what they have found out about Christopher Columbus and Neil Armstrong. They will compare their achievements and make decisions about who they think was the greater explorer, giving reasons for their choices.

Geography – Around the World
To locate Europe on a world map and identify some of its countries and features.

Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.

To locate Asia on a world map and explore the features and characteristics of China.

Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristics of China and recognise it as a country in the continent of Asia.

To locate Australia on a world map and identify some of its features and characteristics.

Children will recap where the seven continents are, noting that Australia is both the name of a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways.

To locate Africa on a world map and explore the features and characteristics of Kenya.

Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.

<p style="text-align: center;">RE</p>	<p>1a Where did the world come from? Lesson 1 What are 'Big Questions'? <input type="checkbox"/> Think about a big question that nobody knows/can prove the answer. Make a list of these questions. Can there be many answers to ONE question? Does it matter that we do not have answers to certain questions? Or that there are different answers? Some religions have tried to answer some of the questions. In the next few sessions we are going to learn about them and reflect upon them.</p>	<p>Lessons 2/3 Where do some people believe the world came from? story of Genesis from the perspective of Christianity, Islam and Judaism (they all include Genesis in their teachings). significance: why would someone so powerful need to rest?</p>	<p>Lessons 2/3 Where do some people believe the world came from? story of Genesis from the perspective of Christianity, Islam and Judaism (they all include Genesis in their teachings). significance: why would someone so powerful need to rest?</p>	<p>Lesson 4 How do Jewish people remember the Creation story? Shabbat; <input type="checkbox"/> What is special about the Jewish table during Shabbat? How do you think the items on the table help Jewish people remember the Creation of the world in Genesis? The meaning behind the objects at the Shabbat table, e.g white table cloth for purity, red wine/grape juice for joy etc. Recreate a Shabbat table (or table of interest) in the classroom, or draw/label items on white 'tablecloths' around the classroom. <input type="checkbox"/> Why is family important? Why is it important to talk to and celebrate with family? Why is it important to rest? (Think about resting AND reflecting after 6 days of work). How might it help us to rest? <input type="checkbox"/> Which activities are Jews allowed to do on a Shabbat? Why do you think it is important for Jewish people to keep Shabbat?</p>	<p>Lesson 5 What do Hindus believe about where the world came from? Hindu belief in one Supreme Being called Brahman, and that one part of Him is the Creator, Brahma. <input type="checkbox"/> Hindu story of creation. Talk about Brahma. How many petals of the Lotus flowers did Brahma use? Why was it important that Brahma gave senses (touch, sight, sound and movement) to all animals? Atma - Hindu belief that there is a part of Brahma in all living things, called a soul/Atma. What is Ahimsa? Why do Hindus believe in Ahimsa? What differences are there between the stories (with Genesis)? Would we still use some of the same words: 'good', 'design', 'purpose'? How might belief in Brahma and the Atma or Genesis affect how a person treats animals? Why do many Hindus follow a vegetarian diet?</p>	<p>Lesson 5 What do Hindus believe about where the world came from? Hindu belief in one Supreme Being called Brahman, and that one part of Him is the Creator, Brahma. <input type="checkbox"/> Hindu story of creation. Talk about Brahma. How many petals of the Lotus flowers did Brahma use? Why was it important that Brahma gave senses (touch, sight, sound and movement) to all animals? Atma - Hindu belief that there is a part of Brahma in all living things, called a soul/Atma. What is Ahimsa? Why do Hindus believe in Ahimsa? What differences are there between the stories (with Genesis)? Would we still use some of the same words: 'good', 'design', 'purpose'? How might belief in Brahma and the Atma or Genesis affect how a person treats animals? Why do many Hindus follow a vegetarian diet?</p>	<p>Lesson 6a What do others believe about where the world came from? Look at some other stories and compare- e.g. Iriquois creation story, The Maui story of Creation or Greek Mythology. <input type="checkbox"/> Talk about similarities and differences. <input type="checkbox"/> Which words or ideas are common? E.g. earth, water, light, birth</p>	<p>Lesson 6a What do others believe about where the world came from? Look at some other stories and compare- e.g. Iriquois creation story, The Maui story of Creation or Greek Mythology. <input type="checkbox"/> Talk about similarities and differences. <input type="checkbox"/> Which words or ideas are common? E.g. earth, water, light, birth</p>	<p>Lesson 6b What do others say about where did the world come from? <input type="checkbox"/> Do you know what scientists think happened and how the Earth was created? <input type="checkbox"/> Big Bang theory (in a simplified way) How did the Big Bang happen? Was it an accident? <input type="checkbox"/> What similar ideas can you notice between the theory of the Big Bang and other creation stories? (Note the order of creation and development/evolution in Big Bang: that it started with explosion/light etc). Can someone believe in both? <input type="checkbox"/> How may believing that there is no Creator change the way they treated the environment? What other reasons may people have for looking after the world?</p>	<p>Lesson 6b What do others say about where did the world come from? <input type="checkbox"/> Do you know what scientists think happened and how the Earth was created? <input type="checkbox"/> Big Bang theory (in a simplified way) How did the Big Bang happen? Was it an accident? <input type="checkbox"/> What similar ideas can you notice between the theory of the Big Bang and other creation stories? (Note the order of creation and development/evolution in Big Bang: that it started with explosion/light etc). Can someone believe in both? <input type="checkbox"/> How may believing that there is no Creator change the way they treated the environment? What other reasons may people have for looking after the world?</p>	<p>Lesson 7/8 What do you think about where the world came from? Children can look through their Big Questions and responses from lesson one. Which explanation/resp onse inspires you the most'? What reasons can you give to try and prove that one of these explanations/stories is correct? <input type="checkbox"/> How have other artists expressed their responses? What gestures or images/colours or words are they/could you use? <input type="checkbox"/> Children might want to represent their responses through art or dance, poetry or a written narrative. <input type="checkbox"/> They could link it to dance by expressing the stories of creation through dance movements, e.g. movement of fish, animals, light etc. This lesson could be linked to the unit of Dance in PE where children could explore the specific movements for animals, trees, the Universe and so on. What inspired you or the movement? Can you say which Creation story you are expressing? You could ask children to present their responses to the rest of class and ask them which Creation story this could be? Why do they think this? Which gestures or sequence made them think this?</p>	<p>Lesson 7/8 What do you think about where the world came from? Children can look through their Big Questions and responses from lesson one. Which explanation/resp onse inspires you the most'? What reasons can you give to try and prove that one of these explanations/stories is correct? <input type="checkbox"/> How have other artists expressed their responses? What gestures or images/colours or words are they/could you use? <input type="checkbox"/> Children might want to represent their responses through art or dance, poetry or a written narrative. <input type="checkbox"/> They could link it to dance by expressing the stories of creation through dance movements, e.g. movement of fish, animals, light etc. This lesson could be linked to the unit of Dance in PE where children could explore the specific movements for animals, trees, the Universe and so on. What inspired you or the movement? Can you say which Creation story you are expressing? You could ask children to present their responses to the rest of class and ask them which Creation story this could be? Why do they think this? Which gestures or sequence made them think this?</p>	<p>Assessment</p>	<p>Assessment</p>
---------------------------------------	--	--	--	---	---	---	---	---	---	---	---	---	-------------------	-------------------

COMPUTING											Children can revisit their thoughts from lesson one to reconsider: 'why are there so many stories/explanations for the world being here'? Does it matter that there are different answers?	Children can revisit their thoughts from lesson one to reconsider: 'why are there so many stories/explanations for the world being here'? Does it matter that there are different answers?		
	Non FF	Computing systems and networks: Improving mouse Knowledge and Skills Logging in To log into a computer and access a website	Non FF	Computing systems and networks: Improving mouse Knowledge and Skills Click and drag Knowledge and Skills To develop mouse Knowledge and Skills	Non FF	Computing systems and networks: Improving mouse Knowledge and Skills Drawing shapes To use mouse Knowledge and Skills to draw and edit shapes	Non FF	Online safety Using the internet safely To know what the internet is and how to use it safely	Non FF	Online safety Online emotions To understand different feelings when using the internet	Non FF	Online safety Always be kind and considerate To understand how to treat others, both online and in-person	Non FF	Online safety Posting and sharing online To understand the importance of being careful about what we post and share online

PE	<u>Dance</u>	<u>Dance</u>	<u>Dance</u>	<u>Dance</u>	<u>Dance</u>	<u>Dance</u>	<u>Dance</u>	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>
	<u>Unit 1</u>	<u>Unit 1</u>	<u>Unit 1</u>	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 2</u>	<u>Unit 2</u>	<u>Unit 1</u>	<u>Unit 1</u>	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 2</u>	<u>Unit 2</u>	<u>Unit 2</u>
	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 2</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>
	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>	<u>Warm up</u>
	Jungle Quicksand	Jungle Game (act out animal)		Teacher instruction	Happy circle		Aerobic Warm up	Long work out	Long work out	Play Simon Says	Dead Ants and sky divers	Head shoulders, Knees and Toes song	Instruction game	Traffic light game
	<u>Main Work out</u>	<u>Main Work out</u>	Teacher instruction	<u>Main Work out</u>	<u>Main Work out</u>	<u>Main Work out</u>	<u>Main Work out</u>	<u>Main Work out</u>	<u>Main Work out</u>	Main Work Out Focus on strength	<u>Main Work out</u>	<u>Main Work out</u>	-jogging on the spot	Red- freeze
	-create 3 still shapes -add travel within square)	-Create 3 actions for chosen animal	Main Work out	-Create a sequence of Mowgli's feelings	-create movements to fairytales	-perform marching routine	-marching to beats of 8	-star jumps on the spot for 20 secs	Repeat for 6 times	-bounce a small ball in front of body	-Jogging on the spot	Repeat last week's exercise,	-stop	Amber – jog on the spot
	Knowledge and Skill: Perform dance movements and simple routines using simple movement patterns	-create an individual sequence to perform	-Create 3 actions for chosen animal	Knowledge and Skill: Respond to different music showing a range of emotions.	Knowledge and Skill: Learn basic movements relating to feelings.	Knowledge and Skills: Show that they have a clear starting and finishing position.		Repeat for 6 times	-Sit down/stand up for 20 secs	Repeat for 5 times	-sit down stand up		- Sit down	Green – sit down
		Knowledge and Skill: Express feelings of characters through dance	- mirror movement from other children					Repeat 6 times	- step skips	5X – jumping	-frog jumps	Knowledge and Skill:	-stand up	
			Knowledge and Skill:					Knowledge and Skill:	Repeat 4 times	5X – star jumps	Repeat 4 times	Discuss how the body changes during exercise.		
			Express feelings of characters through dance					Skill:	5X – star jumps	5X – step skips	Knowledge and Skill:	Respond to instructions and commands.		
			Respond to instructions and commands.					Discuss how the body changes during exercise.	Repeat for 4 times	Repeat for 4 times	Discuss how the body changes during exercise.	Respond to instructions and commands.		
								Respond to instructions and commands. Describe the benefits of exercise and ways people enjoy it	Knowledge and Skill:	Describe the benefits of exercise and ways people enjoy it	Respond to instructions and commands.	Describe the benefits of exercise and ways people enjoy it		
									Describe the benefits of exercise and ways people enjoy it	Describe the benefits of exercise and ways people enjoy it	Describe the benefits of exercise and ways people enjoy it	Describe the benefits of exercise and ways people enjoy it		

	ART & DT	ART Make your mark. Kapow FF Lesson 1. Exploring line: To know how to create different types of lines. Looking at the artwork of Bridgit Riley. Knowledge and Skills: Hold a pencil and chalk in different ways to experiment with the line created and work in the style of a modern artist. Vocabulary: line, wavy, horizontal, vertical, diagonal, cross hatch, broken, thick, thin	ART Make your mark. Kapow FF Lesson 2 Making Waves To explore line and mark-making to draw water. Knowledge and Skills: To be able to use different materials and lines to make different types of marks, reflecting what is heard in music. Evaluate my art and work of others. Vocabulary: Wavy, water, lines, soft	Art Make your mark Kapow FF Lesson 3 Experimenting with media. To draw with different media. Knowledge and Skills: Can draw around a variety of shapes Know the shapes can overlap. Experiment using a variety of media. Say which media they prefer. Vocabulary. 2D shapes, 3D shapes, abstract, drawing mediums, form, concentric overlap Cross Curricular link: Shape/maths	DT Kapow Structures: Constructing a windmill. Lesson 1 Designing the structure. To include individual preferences and requirements in my design. Knowledge and Skills: To know what a windmill is. Describe the purpose of structures. Understand the importance of clear design criteria Understand what a net is. Vocabulary. Axle, bridge design, design criteria, model net, packaging structure, template Cross Curricular links: Science. OCW Autumn To be introduced next year	Art Make your mark Kapow FF Lesson 4 To develop an understanding of mark making. Knowledge and Skills Experiment with different marks and use marks to show texture. Understand the importance of looking carefully. Use one type of drawing tool in lots of different ways. Vocabulary. Continuous, observe, lines, mark-making, lightly, firmly, dots, circles Cross curricular links: Science Autumn, drawing pumpkins and other autumnal objects	DT Kapow Structures. Lesson 2 Assembling the structure. To make a stable structure. Knowledge and Skills: Follow instructions to cut and assemble the supporting structure of a windmill. To know that that the shape of materials can be changed to improve the strength and stiffness of structures. Know that cylinders are a strong type of structure that are often used for windmills and lighthouses. Know what stable means. Vocabulary. Last lessons words plus, Axle, stable, unstable, net, strong, weak.	Art: Make your mark Kapow FF Lesson 5 Drawing from observation. To apply an understanding of drawing materials and mark-making to draw from observation. Look carefully at an object to identify shapes, lines and textures Control a pen/pencil to create different types of lines Use a range of drawing tools to create different marks Layer different materials to experiment creating effects Vocabulary. Shape, line Texture, marks Hard, soft, rough smooth, observation, experiment, shadow light and dark thick, straight wiggly, charcoal	DT Kapow Structures. Lesson 3 Assembling the structure. Assemble the components of my structure Knowledge and Skills: Cut and assemble my turbine correctly Understand that windmill turbines use wind to turn and make the machines inside work. Know that axles are used in structures and mechanisms to make parts turn in a circle. Attach my turbine to the axle and attach them to the structure of my windmill. Test that my turbine turns in the structure and alter the parts if it doesn't. Vocabulary. Last lessons words plus, Axle, stable, unstable, net, strong, weak.	Art Sculpture and 3D Kapow Paper play Lesson 1 To roll paper to make 3D structures. Knowledge and Skills: Roll paper to make a cylinder Combine paper cylinders to make a sculpture and adapt ideas. Vocabulary Sculpture Three dimensional Cylinder Cross Curricular links: Maths 3D shapes	DT Moving Story Kapow Lesson 1 To explore making mechanisms and Knowledge and Skills: Understand that sliders are mechanisms. Know that sliders can make things move. Create moving models. Substitute for cards-link to Christmas cards that use sliders. Vocabulary. up, down, left, right, vertical and horizontal to describe movement	Art Sculpture and 3D Kapow Paper Play Lesson 2 To shape paper to make a 3D drawing. Knowledge and Skills: Fold and roll paper to create 3D shapes Choose how to arrange the paper shapes to make a 3D drawing Overlap paper strips on my 3D drawing Vocabulary Cylinder, concertina, overlap, spiral Cross Curricular Maths 3D shapes		
	MUSIC	Musical vocabulary (Under the sea) Lesson 1: Pulse and tempo: Dive into danger! To learn the musical vocabulary: pulse and tempo	Musical vocabulary (Under the sea) Lesson 2: Dynamics and timbre: Underwater world	Musical vocabulary (Under the sea) Lesson 3: Pitch and rhythm: Underwater world	Musical vocabulary (Under the sea) Lesson 4: Texture and structure: Coral reef To explain what texture and structure are	Musical vocabulary (Under the sea) Lesson 5: Musical vocabulary To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre	Pulse and rhythm (Theme: All about me) Lesson 1: Pulse and rhythm: My favourite things To use my voice and hands to make music	Pulse and rhythm (Theme: All about me) Lesson 2: Pulse and rhythm: You've got a friend To clap and play in time to the music						
	PSHE	Being me in my World Help others to feel Welcome Assembly (DS)	Being me in my World Try to make our school community a better place Assembly (DS)	Being me in my World Think about everyone's right to learn Assembly (DS)	Being me in my World Care about other people's feelings Assembly (DS)	Being me in my World Work well with Others Assembly (DS)	Being me in my World Choose to follow the Learning Charter Assembly (DS)	Assembly (DS)	Celebrating Differences: Accept that everyone is different Assembly (DS)	Celebrating Differences: Include others when working and playing Assembly (DS)	Celebrating Differences: Know how to help if someone is being bullied Assembly (DS)	Celebrating Differences: Try to solve Problems Assembly (DS)	Celebrating Differences: Use kind words Assembly (DS)	Celebrating Differences: Know how to give and receive compliments Assembly (DS)

